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ABSTRACT

This monograph developed by the Los Angeles (California) Unified School District is an instructional activities guide for building positive self concepts. The activities are intended to encourage the development of positive attitudes among students and to foster the concept of interrelatedness among culturally different people as well as the uniqueness in individuals. In addition to a description of fourty-four activities, the guide includes an activity record chart, a format for developing additional lessons, a glossary, and a bibliography. (JCD)

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OUR HUMAN TIES

BUILDING SELF CONCEPT

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OUR HUMAN TIES

BUILDING SELF CONCEPT

Monograph #2

November, 1976

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Vol II Buildings Self Concept Book 1

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OUR HUMAN TIES, BUILDING SELF CONCEPT is the second monograph in a series of seven.

- Social Sciences Framework
- Building Self Concept
- Relationships With Others
- Interdependence and Social Interaction
- Cultural Similarities and Differences
- Political and Economic Relationships
- Impact of Technology in Society

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FOREWORD

The Los Angeles Unified School District has voluntarily increased the Permits With Transportation Program and will be required by the California State Supreme Court to implement an expanded pupil integration program. We are also engaged, under an agreement with the Office of Civil Rights, in the process of integrating the staffs of all schools in the district.

These processes are laudable and should be supported by staffs and communities. If our efforts, however, are to be successful, we must view the integration process as an educational experience and remove it from the political arena.

The understandings and appreciations that people have for one another are no more or less related to ethnicity than to socio-economic conditions. While we explore the physical and cultural diversities of human beings, we should give greater attention to the commonalities and the processes necessary to enhance relationships and to serve the common good of all peoples.

"OUR HUMAN TIES" will be the theme for staff development in Area J for the purpose of assisting teachers and administrators to assess and serve the needs of students who must live in a changing society in which the survival of mankind depends upon the ability and willingness of people to work and live in harmony with the environment and each other.

This is the challenge which we must meet and to which we direct these efforts.

Frederick J. Dumas
Area J Superintendent

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A NOTE TO TEACHERS FROM TEACHERS

Activities and projects have value in the teaching/learning situation if the activities cause pupils to interact with one another and if they help pupils to become aware that all people are members of the great human family.

Few activities, however, have value in and of themselves. A vitally important ingredient in helping children to recognize our human ties is you, the teacher. The tone of your voice, your enthusiasm, your love of people big and small, your acceptance of your own being, your delight with all the things that bind the human family together are essential elements in helping children to grow, live, and love in a multicultural world.

The ideas presented here are meant to serve as helps toward developing dynamic, positive interaction in classrooms. These are suggestions for teachers by teachers.

The Teachers Who Worked Together
To Help Bring Ideas Into Focus

"We all make mistakes. But to commit a wrong, to lower the dignity of a child and not be aware that the dignity has been impaired, is much more serious than the child's skipping words during reading."

Clark E. Moustakas

The Authentic Teacher: Sensitivity and Awareness in the Classroom

PHILOSOPHY

The well being of society is dependent upon the recognition of the interdependence of people. In the words of Wilson Riles, "Our success or failure in solving social problems will ultimately determine our survival as a human race."

It is important that all educators working with students recognize the importance to society and the impact on society of the self concepts held by individuals. It is equally critical that educators become fully cognizant of the facets and effects of the relationships, interdependence, and social interactions of people, of the political and economic relationships of groups, and of the impact of technology on our modern world.

OUR HUMAN TIES, BUILDING SELF CONCEPT, has been designed to help teachers help learners develop positive attitudes about themselves and others. It fosters the concept of interrelatedness and the concept that similarities among people are those traits that make people members of the human family and differences among people are those characteristics which make each person special and unique.

STATEMENT OF GOALS

Goals for Teachers

Teachers will be aware that each person is a unique human being and that although all humans are alike in many ways, no two groups of people will necessarily live in exactly the same way. Teachers will develop an increasing appreciation of the complexity of humanity and of the interdependence of people.

Goals for Students

Each learner will develop an awareness of his/her background and of the diverse background of others. Each learner will develop an appreciation of the complexity of humanity and of the interdependence of people.

SOME MAJOR CONCEPTS INVOLVED IN BUILDING POSITIVE SELF IMAGES

. Each individual is worthwhile.

. Each individual has the need to love and to be loved.

, Each individual has a unique combination of physical appearance, skills, feelings, needs, wishes, present families, heritage.

Concept:

Each individual is worthwhile.

Instructional Objective:

Each learner will identify at least one desirable quality about each of his/her classmates.

Activities #1 - 3

ACTIVITY #1

BADGES OF MERIT

Materials

- Pictures of people and pictures of fictional characters (e.g., cartoon characters and animals) which depict people or characters displaying desirable qualities of appearance, character, or personality.
- Paper

Procedure

- Ask the students to examine the pictures and to identify the desirable qualities depicted by the characters in the pictures.
- List these qualities on the board.
- Lead the class in a discussion about the meanings of the various terms listed.
- Elicit from students a description of the experiences they have had which exemplify a particular quality listed on the board.
- Elicit from students examples of the listed qualities that students have observed or encountered in their classmates. The owner of the desirable quality should be identified.

Extended Activity

- Have each student make a badge of merit out of paper and put his/her name on the badge.
- Divide the members of the class into groups of six members each.
- Cluster the badges of each group together on a bulletin board or in a booklet.
- Have each student select a member of his group for whom he will identify a desirable trait. Allow time for each student to record in one or two words the identified trait on the badge of his classmate. Students should not sign their notations.

- Repeat the above step once a day until each member of the group of six has recorded a positive quality for each member in his/her group. This process will take one week.

- Distribute the badges of merit to the child whose name was written on the badge. Make this a pleasing experience.

- The next week the students will make new badges of merit and the teacher will regroup the students so that each student is working with a different group of classmates.

- Repeat the process of having students identify desirable qualities in classmates until all students have found at least one nice thing about each student in the class.

Extended Activity

- Have students bring in magazine pictures portraying desirable qualities.

- Have students make a collage from the magazine pictures.

- Have each child write his/her name on a slip of paper.

- Have the class pin each student's name on the collage by the picture which most depicts each student.

Extended Activity

- Divide the class into small groups.

- Have each group choose a particular quality without telling the class or revealing the quality to the class.

- Have each small group demonstrate the quality through a skit.

- Have the audience identify the quality depicted.

- Have students identify some classmates who possess the quality.

Extended Activity

- Have students choose a classmate.

- Have students tell the class about some desirable quality possessed by that person.

ACTIVITY #2

BIBLIO-THERAPY

Materials

- Stories illustrating desirable personal qualities.

Procedure

- Read one of the stories to the class.
- Have class discuss the story.
- Have students identify desirable qualities depicted in the story.
- List those qualities on the board.
- Have students identify classmates who have one of the listed qualities.

Extended Activity

- Have students make individual lists of what they consider to be desirable qualities.
- Divide students into small groups.
- Have students share their lists with each other.
- For each of the listed qualities, have the group identify a classmate who has that quality.

ACTIVITY #3

CLASSMATE BUTTONS

Materials

- Heavy weight paper.
- Felt pens or crayons.
- Scissors.
- Circle pattern about the size of the bottom of a soup can.

Procedure

- Inform the students that they will have an opportunity to make some very special class buttons.
- List qualities that class members consider positive personality traits or qualities.
- Announce that class members may make classmate buttons as a project. (You might try using this activity at a learning center.)
- Each pupil may make buttons for a specified number of students in the class.
- Each button should have a lettered slogan for specified students in the class. The slogan should describe positive qualities. Students may want to make the slogans alliterative, i.e., brave Brad, friendly Frank, helpful Hannah...
- Buttons could be distributed and worn or mounted on a bulletin board. Safety pins can be glued or taped to the back of the buttons for fasteners.

Extended Activity

- Discuss positive qualities and how to cultivate these personal character traits.
- Banners, paper people dolls, mini-murals, a frieze may be dressed in positive quality words and students' names. Words and names become the design or decoration.

Vol. II Building Self-Concept Pack 2

Concept:

Each individual is worthwhile.

Instructional Objective:

Each learner will identify three things that make him/her feel worthwhile.

Activities #4 - 6

ACTIVITY #4

I AM SPECIAL

Materials

- One large paper star for each student.

Procedure

- Distribute a star to each student.
- Have each student print or write "I am special because" on his/her star. Primary teachers may wish to have stars preprinted.
- Have each student think silently for a few moments about something nice that someone has said about him/her or about something that makes him/her special or worthwhile.
- Have an oral discussion of things identified if mood or tone of class makes a discussion a helpful and positive reinforcement.
- Have each student complete his/her star sentence with something special or nice about himself/herself.

Vol. II Building Self-Concept Front

- Help students as necessary. If a child has difficulty identifying something nice about himself/herself, pay the student a compliment and suggest that the student use that idea.

- Have students attach the star to their clothing by button or pin and wear it for the day. Have students take the stars home at the end of the day.

Extended Activity

- Be sure that you say something to each child each day to make him/her feel worthwhile.

- On a record sheet, at the end of the day, place a check beside the name of each child for whom you can remember the compliment you gave. If you have some unchecked names, examine your behavior. These students may need your first compliments tomorrow.

ACTIVITY #5

CREATE AN AD

Materials

- Crayons
- Felt pens
- Art paper
- Cassette tape recorder
- Cassette audio tape
- Video unit if available
- Typewriter
- Poster paper
- Water colors
- Brushes
- Scissors
- Camera

Procedure

- As a self-enhancing activity tell pupils they are going to have an opportunity to make advertisements and commercials to advertise all their fine qualities.
- They may have the option of designing a magazine or newspaper advertisement, a poster, a billboard sign, a brochure, a radio or TV commercial.
- Allow several class periods for the pupils to develop ideas and create their final product.

- You may wish to permit two or more pupils to work together as a team to complete joint or individual commercials for those things which give them a sense of self-worth.

- Each product should be treated as an important work of art. Allow special time for students to display or present finished products.

- When all pupils have completed ads and commercials, have class share and discuss those qualities that give individuals a sense of self-worth.

- Contests, judging and prizes should be avoided in relation to activities used to build human esteem.

ACTIVITY #6

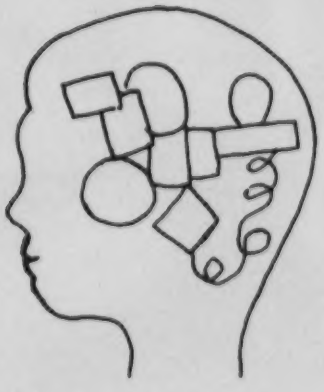
A PART OF ME

Materials

- Black construction paper
- Magazines
- Scissors
- Glue
- Flashlight or light from slide projector

Procedure

- Have student choose a partner to make silhouettes by tracing around the shadow of the pupil's profile. The light is used to create the shadow which can be outlined on black construction paper.
- Have each student cut out his/her own profile and then search through magazines for words and pictures that represent positive characteristics possessed by him/her.
- Have each student make a collage of these words and pictures on his/her own silhouette to show what is a part of himself/herself.
- Have students discuss positive qualities which give students a sense of worth.



Concept:

Each individual has the need to love and to be loved.

Instructional Objective:

Each learner will show compassion by voluntarily taking care of other living things.

Activities #7 - 9

ACTIVITY #7

MAKING A GET WELL CARD

Materials

- Paper
- Crayons
- Pencil

Procedure

- Lead students in a discussion of how they felt or would feel if they received get well cards when they were sick.
- Have each student prepare a get well card for a class member who is absent due to illness.
- Have students send or deliver the cards.

Extended Activity

- Upon their return to school, ask the students who received the cards to tell about their feelings related to the receiving of the cards.

ACTIVITY #8

SEEDS

Materials

- Surprise seeds - radish seeds, beans, carrots, etc.
- Pots or containers such as paper cups, milk cartons, etc.
- Soil or peat moss.
- Water
- Sunny location.
- Labels - tongue depressors, popsicle, tape, etc., for children's names.

Procedure

- Have students look at and touch the seeds and guess what each seed will be like when it begins to grow.
- Have each student plant three seeds in his/her own pot.
- Have each student check and water his/her own pot of seeds as necessary.
- Have students observe plant growth and appearance and guess what the small plants will be like.
- Help students relate care of plants to care needed for all living things.

ACTIVITY #9

AIRPORT

Materials

- A story.

Procedure

- Dramatically relate a story about being lost in a massive crowd at a large foreign airport.
- Divide students into small groups to discuss how they would feel about being lost at an airport and what might happen in such a situation.
- Ask a reporter for each group to synthesize the discussion and present a brief summary to the whole class.
- After the presentation of the summaries, have the class brainstorm ways in which a person might approach a lost individual in order to provide assistance.

Extended Activity

- Arrange students in a large circle.
- Have one student stand outside the circle to act as the flight control operator.
- Have another student volunteer to be the pilot of a crippled aircraft.
- Have the pilot close his/her eyes, stand up, and begin to move blind "through the dense fog."
- Have the flight control operator in the airport tower verbally guide the pilot across the circle.
- A safe landing occurs when the pilot makes it all the way across the circle of students without opening his/her eyes.

- A crash landing has occurred if the student acting the part of the pilot opens his/her eyes before getting all the way across the circle with the guidance of the tower.

- Discuss the trust and compassion that occurs when one human being is taking care of another.

Concept:

Each individual has the need to love and to be loved.

Instructional Objective:

Each learner will accept and acknowledge a friendly act.

Activities #10 - 12

ACTIVITY #10

"A FRIENDLY THING HAPPENED TO ME TODAY"

Materials

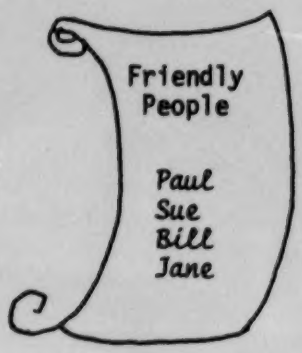
- Slips of paper
- Pencils
- Pins
- Bulletin board

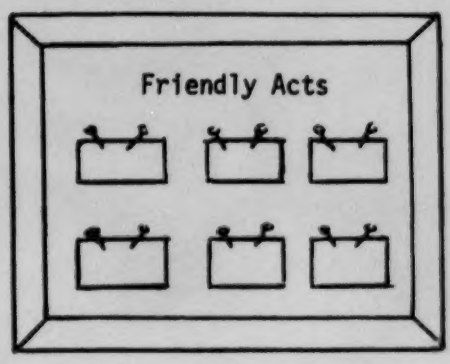
Procedure

- Have class participate in a discussion of friendly acts.
- Have students watch classmates to observe friendly acts.
- Have students acknowledge a friendly act extended toward them by recording it on a slip of paper and pinning the slip on the bulletin board.

Extended Activity

- Create a scroll upon which the names of friendly people are recorded.
- Create friendly buttons which can be given to the friendly person by the recipient of the friendly act.





ACTIVITY #11

MY SECRET FRIEND

Material

- Mystery box
- Paper

Procedure

- Have each student put his/her name on a slip of paper.
- Put all name slips in the mystery box.
- Have each student draw a name slip out of the mystery box. The name on the slip is the secret pal.
- Have students do friendly acts for their secret pals for as long as they can without being known.
- At the end of the week have each student try to guess who his/her secret friend is.

Extended Activity

- Have each student write a "thank you for being my secret pal" note to his/her secret pal.

ACTIVITY #12

FRIENDLY CIRCLE

Materials

- None

Procedure

- Arrange students in a circle so that they can see each other.
- Have each student think of something that someone did to make him/her feel good.
- Have students share their experiences.
- Discuss various ways to acknowledging friendly acts.

Concept:

Each individual has the need to love and to be loved.

Instructional Objective:

Each learner will experience success in at least one thing each day and be informed by the teacher of that success.

Activities #13 - 15

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Activity #13

SUCCESS RECALL

Materials

- None

Procedure

- Ask students to close their eyes.
- Ask students to think of something they did well that day in school.
- Have them open their eyes.
- Have each student share his/her success with the student to his/her right and left.
- As the students leave the room at the end of the day, pay each individual a compliment by recalling and positively reinforcing an act or a deed or an accomplishment of that student that day.

ACTIVITY #14

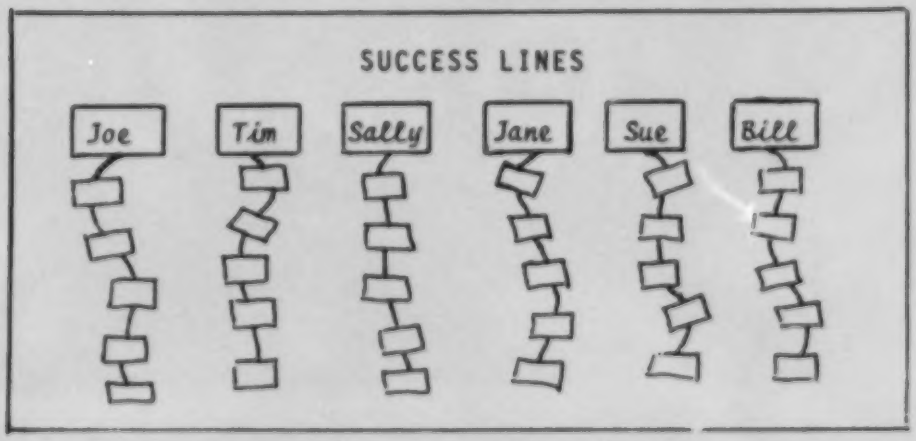
SUCCESS LINE

Materials

- Bulletin board
- Yarn
- Paint chips
- Small cards (1" x 1½")
- Felt pen

Procedure

- A piece of yarn is attached to a small name card for each student in the class.
- The name cards may be pinned to a bulletin board.
- The teacher explains that each day a card will be added to the length of yarn for each pupil. Each card will say something that reinforces a positive act performed by the student during the student's school day.
- Every day the teacher adds another card to the success line for each student to indicate that he/she was successful in that act.



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- It might be desirable to have the five cards tied to the yarn in advance so that each pupil starts with a name card and five empty cards - one for each day of the week.

- No pupil should be left out or penalized. If a pupil is absent, comments can be doubled up another day. There is always something positive and truthful that can be said about each child if the teacher will look carefully for it.

Extended Activity

- Periodically the class can discuss successes they have shared and the special successes of individual pupils.

ACTIVITY #15

SUCCESS TALLY

Materials

- Paper
- Pencils

Procedure

- Distribute one sheet of paper to each student.
- Have each student place his/her name on the paper.
- Have each student put the title, "Good", on his/her paper.
- Have each student line or fold the paper vertically into five columns.
- Have students write a day of the week, Monday through Friday, at the top of each column.
- Ask each student to place a tally mark in the column of the day every time the teacher gives the student a compliment or confirms the pupil's success in an endeavor.
- At the end of each day, ask the students to place their tally sheets on the top of their desks.
- Walk from student to student; observe the number of times that each student's successes were positively reinforced that day.
- Note those students who will need special attention and extra reinforcement of their successes the next day.

Extended Activity

- Have students write a letter to their parents explaining that every tally mark represents something well done.
- At the end of the week have students take the letter and the tally paper home.

Concept:

Each individual has a unique combination of physical appearance, skills, feelings, needs, wishes, present families, heritage.

Instructional Objective:

The learner will identify the physical traits which make him/her like other children.

Activities #16 - 18

ACTIVITY #16

TOOLS

Materials

- None

Procedure

- Direct students to think of two useful tools that each one possesses. Give them as many clues as are necessary for them to locate their hands. (It is best if students are sitting in a circle away from desks.)
- Ask students to examine one hand as if it were a prehistoric fossil.
- Direct students to use their other hand to examine all parts of the hand, to wiggle fingers, to place a very small object on the floor and use only two fingers to pick it up without employing the thumb. Have children touch clothing and objects in the classroom. Ask students to observe other people's hands.
- Ask the students if all hands are exactly alike? How are hands alike? How are hands different?
- Elicit discussion about these marvelous physical human tools, the hands, which most members of the human family share.

Extended Activity

- Have students make similar observations with feet or ears. A day in advance warning to wash feet or ears is probably a good idea.

ACTIVITY #17

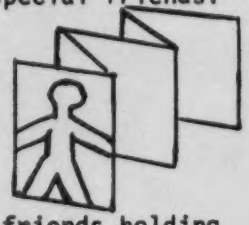
IT'S ME - IT'S YOU

Materials

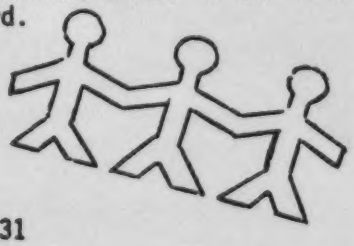
- Paper (wide adding machine tape works well)
- Scissors
- Pencils
- People pattern (optional)
- Crayons or paint

Procedure

- Have students fan fold long strips of paper.
- Have students draw or trace a person on the top section of the paper.
- Have students cut around the drawing. Caution - tell them to be careful not to separate the multiple folds in the strips of paper. (It's like making paper dolls holding hands.)
- Have students open out the string of figures.
- Each pupil may color in the figures. One might be colored to be the individual pupil, the others might be special friends.
- All of the cutouts may be used on a bulletin board.



- Lead a class discussion focusing on the many ways people are alike. Use the cutouts to show how it is difficult to find physical differences in the friends holding hands on the bulletin board.



ACTIVITY #18

PORTRAIT

Materials

- Butcher paper
- Crayons
- Markers
- Paints
- Scissors
- Full length mirror
- A friend

Procedure

- Have children pair up and trace around the outline of each other's bodies. Each child takes a turn lying down on a piece of butcher paper. Tell students to be careful not to hold the pencil too tightly against the body or the outline will turn out to be too skinny.

- Students may color their paper image to look just as they do right then. They might use a full length mirror to check out details. Students may use crayons, felt pens, or paints to color their paper images. Mixing media is acceptable, too.

- When the life sized portraits have been colored, have students cut them out. Hang the portraits around the classroom.

- Discuss with students the many things about the portraits that are the same. Focus especially on physical features...hands, feet, heads. Discuss the five senses that all humans have in common and the physical features that facilitate the use of these senses, i.e., smell - a nose, hearing - ears, skin - touch (feeling).

Extended Activity

- Utilizing the portraits, discuss roles, write autobiographies, learn body parts in English, Spanish, Vietnamese, etc., name clothing articles.

- Participate in creative writing experiences: My Life As Jane's Hand, What's A Nose, Walking Talking Fingers, Footprints In Time, Two Ears...

- Discuss what it would be like to lose some of the physical features people have in common.

- Create self-portraits of just the face, using paper plate masks, puppets, apple sculpture, hand prints, foot prints, or finger prints. All may be used to discuss the many attributes shared by the human family.

Concept:

Each individual has a unique combination of physical appearance, skills, feelings, needs, wishes, present families, heritage.

Instructional Objective:

The learner will identify the physical characteristics that he/she possesses that are unique and distinguishable from those possessed by other human beings.

Activities #19 - 23

ACTIVITY #19

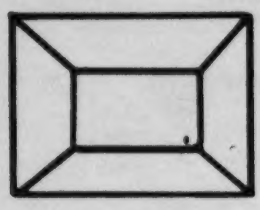
FOUR IN A SQUARE

Materials

- Six to ten pieces of large (18" x 24") newsprint.

Procedure

- Pass out large newsprint sheets marked with this design:



- Direct students to sit in groups of four facing a paper with only one student on each side of the paper.
- Explain to students that each group is to write things that they have in common in the center square.
- Each group member should next list in the clear area facing him/her those physical characteristics which are unique to him/her and distinguishable from those possessed by other members of the small group.
- Have one member from each group report the results of the group work to the class during a discussion and sharing period.

ACTIVITY #20

FOOTPRINTS

Materials

- Clean feet.
- Tempera which has been spread on trays.
- Butcher paper.

Procedure

- Lead a class discussion about the various types of shoes and shoe sizes exhibited within the classroom. Post the question, "Many people have the same size shoe, but are the feet the same?"
- Have each child make a tempera footprint of the right foot.
- Have students then compare their print to the prints of others.
- Have students observe and discuss the differences in footprints.

Extended Activity

- All footprints can be placed on a mural and labelled with the child's name.
- Repeat this activity using thumbprints, handprints, etc.

ACTIVITY #21

SILHOUETTES

Materials

- Direct light source.
- Large sheet of butcher paper or individual sheets of paper.
- Marking pens.

Procedure

- Show several silhouettes of animals, objects, people, i.e., Washington, Lincoln.
- Have students identify silhouettes through a class discussion.
- Make, or have students make, a silhouette of each student in the room.
- Place silhouettes on the bulletin board.
- Ask students to identify themselves and their friends.
- Lead a class discussion of the unique and distinguishing features of each silhouette.
- Ask students to print their names under their own silhouettes.

Extended Activity

- Have each student add pictures or words to his/her silhouette which describe the unique characteristics of that person.

ACTIVITY #22

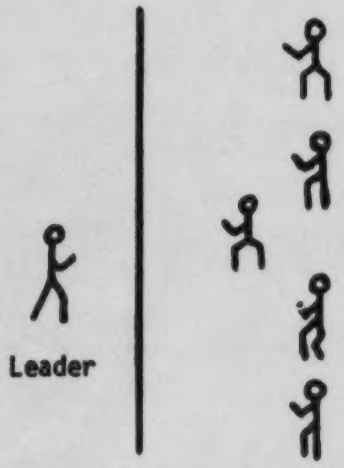
"EVERYONE WHO HAS..."

Materials

- Space (indoors or outdoors).

Procedure

- Instruct members of the class to form a line.
- Select a class leader.
- Members of the line advance in response to the call of physical characteristics by the leader, i.e., dimples, brown hair. Persons with those traits advance two steps.
- The winner is the person who reaches the finish line first.



ACTIVITY #23

BLINDFOLD

Materials

- Blindfolds

Procedure

- Divide class into small groups.
- Have each child feel his/her own hair and facial features.
- Blindfold a student in each group and see if he/she can identify others in the group by feeling the facial features.
- Have students discuss similarities and differences among people.

Concept:

Each individual has a unique combination of physical appearance, skills, feelings, needs, wishes, present families, heritage.

Instructional Objective:

The learner will identify the combination of skills which are unique to him/her and the combinations of skills which are unique to other students.

Activities #24 - 26

Vol. II Building Self-Concept - Back

ACTIVITY #24

I LIKE TO

Materials

- Paper bags
- Felt pens or crayons
- Paper
- 3" x 5" cards or small pieces of paper
- String
- Hole punch

Procedure

- Have each learner decorate his/her own paper bag with designs and symbols that stand for the things he/she likes to do. It isn't desirable to dwell on the degree of artistic skill possessed by the learner; there are always degrees of proficiency with which people do a thing. Usually a person likes to do those things that make him/her feel good or skilled.

- Ask each learner to write the words for those things that he/she likes to do, i.e., play tennis, work math problems, read, play, sing, dance.

- Ask learners to put one "like to" item on each piece of paper.

- Learners may string the "like to" items on a piece of string and tie the loose ends.

- This activity should be a quiet "be your own person" activity with little sharing.

- The "like to" items on the string may be placed inside the learner's decorated bag.

- The bags can be displayed on a table or on a bulletin board. Learners may prefer not to put names on the bags, or the name may become an important part of the bag's decoration. The teacher may elicit discussion about the ways in which each bag is unique. The strings with "like to" items may be compared and displayed to encourage discussion about how each learner has a unique combination of skills.

ACTIVITY #25

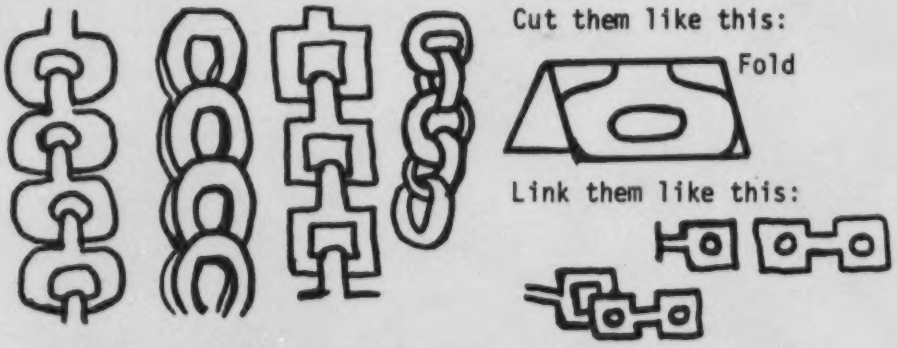
SKILL CHAINS

Materials

- Paper
- Scissors
- Felt pens or crayons
- Glue

Procedure

- Have students make paper links by cutting strips of paper.
- Have students link the pieces together or join the ends with a little glue. Have students try making different kinds of chains.



- On each piece of his/her chain each student may write with crayon or colored felt pens a thing he/she likes to do and decorate that link with designs.
- Students will watch their chains grow longer as they add skills they possess (things they like to do). This activity can help learners acknowledge skills (or things they like to do) if they are hesitant about recognizing their own skills. Some children are sensitive to the "don't-brag-about-yourself" code and find it difficult to recognize their own strengths.
- Have each learner complete his chain with his/her own name.
- The chains may be hung on the bulletin board or may be used to decorate the edge of a chalk tray. Find an important way to

display the chains. Discuss with learners the fact that each student has a unique combination of skills.

Note: For younger children the teacher may want to have the paper strips cut in advance. To older pupils the teacher may suggest that they invent a new design for the chain.

ACTIVITY #26

FILL THE JAR

Materials

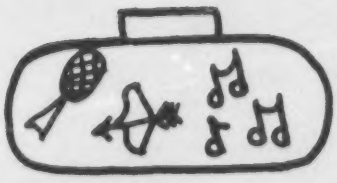
- Crayons
- Marking pens or colored pencils

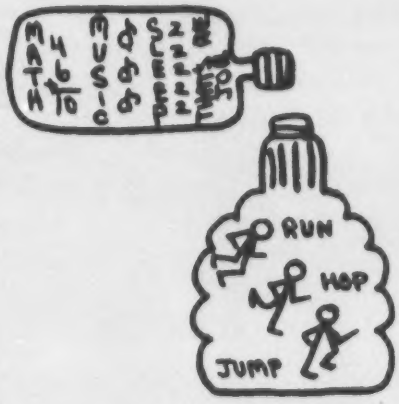
Procedure

- Direct students to draw the outline of a jar or bottle.
- Have students think about what would fill the jar. Have them think about three special skills that they possess.
- Have each student draw at least three things in the jar that depict special skills possessed by that student.
- Discuss the jars which are filled with illustrations of unique combinations of skills.
- Display the jars.

Extended Activity

- One skill might be depicted on each jar and students could end up with a collection of jars to display.
- Real jars might be used with older students.





Concept:

Each individual has a unique combination of physical appearance, skills, feelings, needs, wishes, present families, heritage.

Instructional Objective:

The learner will identify his/her feelings, and recognize events that may elicit these feelings.

Activities #27 - 29

ACTIVITY #27

FACES

Materials

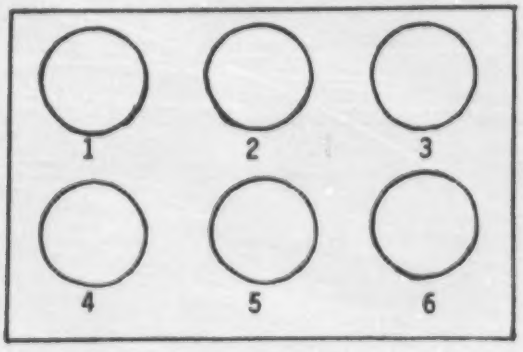
- A paper with six numbered predrawn faceless heads for each student.

Procedure

- Ask children to respond to the following statements by drawing facial expressions on the heads.

  1. You are having spinach for supper.
  2. Your favorite toy is lost.
  3. You hurt someone's feelings.
  4. It is Saturday.
  5. A babysitter is coming.
  6. Your work isn't done.

- Have students identify the feelings depicted for each numbered head.
- Lead students to observe that a given situation can elicit different feelings from different people.



ACTIVITY #28

SHOE PRINTS

Materials

- Paper
- Crayons
- Pencils or marking pens

Procedure

- The students make footprints of different sizes and shoe prints of different shapes and styles by tracing around their own feet and shoes.
- On each footprint the teacher labels a feeling dictated by the class, i.e., shy, surprised, silly, tired, happy, friendly, mad, lonely, nervous, scared.
- On each shoe print the teacher labels an event dictated by the class, i.e., watching a scary movie, the last day of school, having a party, etc.
- Ask a student to select a footprint and a matching shoe print and to share his/her selections with the group.
- Ask each student in turn to participate in the above selection process.
- Guide the class to observe that individuals are unique and that any specific event may cause different individuals to react with different feelings.

ACTIVITY #29

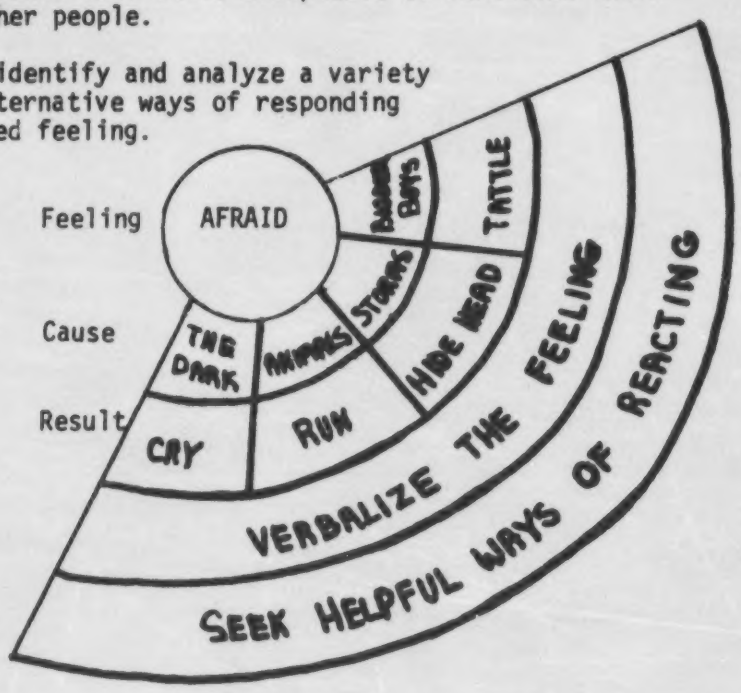
FEELINGS

Materials

- None

Procedure

- Ask students to list some feelings that they have had, i.e., happy, sad, angry, afraid.
- Have each student select a feeling and tell what elicits that feeling in him/her.
- Ask students to identify what they do when they experience the selected feeling.
- Suggest to students that it is acceptable to verbalize their feelings to other people.
- Have students identify and analyze a variety of positive alternative ways of responding to each selected feeling.



Concept:

Each individual has a unique combination of physical appearance, skills, feelings, needs, wishes, present families, heritage.

Instructional Objective:

The learner will demonstrate an awareness of the feelings of others by identifying feelings displayed by others.

Activities #30 - 32

ACTIVITY #30

CARTOON DETECTIVES

Materials

- Collection of cartoons from Sunday comics or comic books.

Procedure

- Distribute cartoons with captions omitted. Give a cartoon to each student.
- Lead students to observe that feelings can be expressed through words, facial expression, and body posture.
- Ask pupils to fill in captions for their cartoons after they examine the feeling that is being expressed.
- Put the captioned cartoons on a bulletin board.

ACTIVITY #31

WHEN

Material

- Magazine pictures which portray expressions of feelings.

Procedure

- Introduce a discussion of human feelings through a display of "feeling pictures" on a bulletin board.
- Elicit discussion from students about the feelings portrayed in the pictures.
- Place a caption, "WHEN?", under the picture display.
- Ask students about events that have occurred in their experiences which correspond to the feelings discussed.

Extended Activity

- Collect or have students collect additional pictures which can be matched to events suggested by pupils.

ACTIVITY #32

WORD SEARCH

Material

- Word search puzzle

Procedure

- Discuss various feelings with students.
- List some feelings on a chart or the chalkboard.
- Distribute the Word Search Puzzle which can be duplicated from the next page.
- Have students locate and circle feeling words that appear within the puzzle.
- Ask students to identify the feelings they would rather experience.
- Ask students to identify ways of helping to provide desirable feeling situations for other people.

WORD SEARCH PUZZLE

E T A H S C O N F U S E D C H O X A P

P M C O A R A R W I T T Y M O C P P M

O P B R I P I T Y O T O A M N I P S Y

H A O A T S P E I Z R O Y N T R E D S

E P R S R L H Y L S P R U T E E A E E

M Y E Y T R U H L D F E I C N L C T D

R E D M E O A T Y S L A I E T A E P O

A F C G C D Y S A A B A C E D X E E D

S C A R E D A T S D T N L T K E U C A

S T A T Y R L O V E Y G I P I D L C D

M U G R S T M G D O D R V I V O C A E

U U P T I G H T R O W Y E F B E N F R

G U E I F R I E N D L Y L O P B K P I

F O X T O T R A P Q O K Y T S U R T P

A O C D Y R Y O U P N A E I W E N S S

J L I T E T R U S T E D F R W R A T N

E P T I N T G R M H L N S E T U F R I

C O E D O F E B A R Y O S D T T S D J

B U D A L Q U I R E L I E F A A T H O

I M P O R T A N T S C I U B Y M S O Y

Concept:

Each individual has a unique combination of physical appearance, skills, feelings, needs, wishes, present families, heritage.

Instructional Objective:

The learner will identify individual needs and the needs common to all members of the human family.

Activities #33 - 35

ACTIVITY #33

COZY QUILT

Materials

- 48 six inch (15 centimeter) fabric squares - plain muslin.
- 1¼ yards fabric for backing.
- Soft quilt filling or shreds of soft cloth.
- Yarn
- Thread
- Needles
- Crayons
- Iron

Procedure

- Cut 48 six inch (15 centimeter) squares of plain fabric.
- Lead a class discussion about individual needs and needs common to all people, i.e., food, warmth, love, etc.
- Have each student depict needs common to the human family on the squares with crayon designs.
- After the drawings have been completed, cover the squares with waxed paper and another cloth.
- Iron the squares to make the drawings permanent.
- Have students use a needle and double thread to stitch the squares to each other. Sew them into rows of eight; then sew the rows together.
- When all the rows have been sewn together, cut another piece of fabric for the back of the quilt. Cut it the same size as the finished top piece.

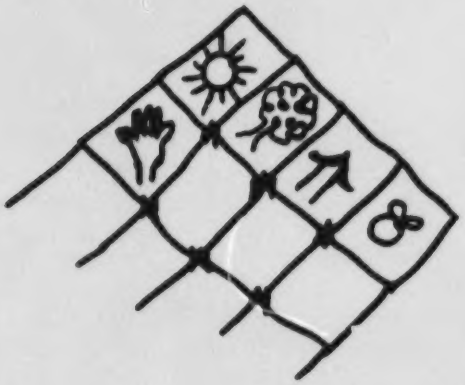
- Have students sew the top and bottom pieces together with heavy yarn. With each stitch bring the needle over the edge and down through the fabric. Leave one end open.

- Have students stuff the quilt with shreds of soft cloth or quilt filling from a fabric store. Spread it evenly. Stitch the end of the quilt.

- Have students make a yarn knot at the corner of each square. Bring the yarn down through the corner with a needle and back up. Tie a knot. Clip the ends about two inches (5 centimeters) from the quilt.

- A quilting bee is fun and can provide a valuable class experience. Small groups may put the quilt together.

- After the quilt has been finished, display it proudly. Then donate it to someone who needs warmth.



Vol II Bu. Wks, Self-Concept Packs

ACTIVITY #34

RESEARCH CARDS

Materials

- 3 x 5 index cards, approximately 10 per pupil
- Reference books (library, textbooks)

Procedure

- Have class discuss needs common to the human family. Ask class what all people need, i.e., love, food, shelter, etc.
- Direct students to write one statement regarding the basic needs of people on each card. The statement may be true or false.
- Place cards in a box.
- Pupils then select cards prepared by other students and do research to discover as much as they can about the subject.
- Have each pupil share his knowledge with others in a small discussion group or a large discussion group.

ACTIVITY #35

SEE AND HEAR

Materials

- Blank film for making filmstrips
- Film for making transparencies for overhead projector
- Cassette recorder
- Marking pens
- Pencils
- Paper

Procedure

- Lead a class discussion about needs common to the human family.
- Divide the class into small groups.
- Ask each group to select a need common to the human family.
- Each group will then research the topic selected.
- After sufficient data about the selected topic has been acquired, pupils in each group will write a script telling the story of their topic.
- Students will record the script on the cassette recorder.
- The members of each group will then plan a series of pictures to illustrate their tape.
- Each group will next make pencil sketches of their picture series.
- When the sketches have been refined, the groups will then draw them on transparancies or filmstrips.
- Each group will make a presentation of its work to the class.

Vol II Building Self-Concept Front

Concept:

Each individual has a unique combination of physical appearance, skills, feelings, needs, wishes, present families, heritage.

Instructional Objective:

The learner will identify the difference between wishes (wants) and needs.

Activities #36 - 38

ACTIVITY #36

CLASSROOM TREE

Materials

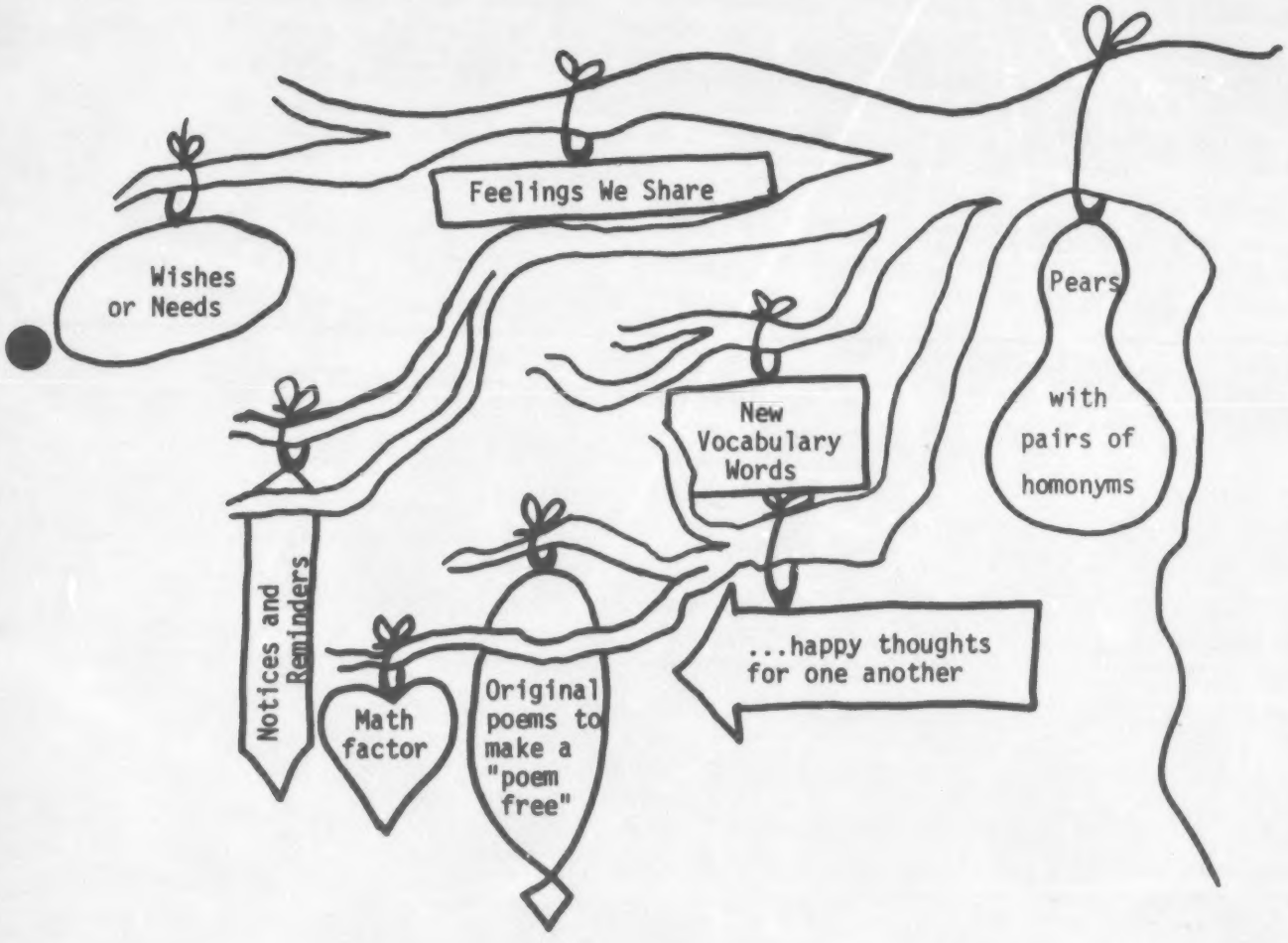
- A branch of a tree about three feet in height with many branches and twigs.
- Large can in which to plant the tree.
- Sand or gravel
- String
- Paper

Procedure

- Tell students that the class is going to plant a special tree.
- Put the branch in the can.
- Fill the can with material to hold the "tree" in place.
- Have students cut various paper shapes about 3" x 5".
- Have each student write something on each shape which he/she feels is needed by him/her.
- After the "needs" are written on the shapes, have students fasten them on the "tree." No names need be written on the shapes.
- The teacher may read the "needs" aloud to elicit discussion about the difference between a real "need" and a "wish."
- Have students pick the wishes off the tree and see what is left.
- Have students read the "needs" that remain on the tree.

Extended Activity

. At another time the class might pick all the "needs" off the tree and fill it with "wishes." There are often many interesting discussions which follow these experiences. The tree can be used for many kinds of things!



ACTIVITY #37

DISCERN THE DIFFERENCE

Materials

None

Procedure

. Select one or many of the numbered topics for a class discussion.

1. "If you were on a desert island, what things would be essential to take along?"
2. "If you were on a space trip, what things would be essential to take along?"
3. "There is a fire approaching your area, and your home has to be evacuated. What would you take?"
4. "You are going on a camping trip and can only carry a limited amount. What will you take?"
5. "If you inherited a million dollars, what would you buy?"
6. "If you had three wishes, what would you want?"
7. "Make a list of things that money cannot buy."
8. "You have been robbed and have lost everything. What things can be replaced, and what things cannot be replaced?"
9. "What things do you have that you would not sell for any amount of money?"
10. "What value do you place on your happy memories?"

. Assist students to differentiate between "needs" (necessary to sustain life) and "wishes/wants" (nice to have).

. Assist students to understand that sometimes an item can be both a "need" and a "want", i.e., sleep.

Extended Activity

. Tell or read to the class the story of King Midas and the Golden Touch.

ACTIVITY #38

MY LIST

Materials

- Paper
- Pencils

Procedures

- Ask each student to write the names of ten things important to him/her.
- Ask ten different students to each contribute one item from his/her list to a composite list which the teacher writes on the board.
- Ask class to examine the blackboard list to see if they can find some items on it that everybody needs.
- Have the class discuss the items, one at a time, in order to determine whether each item is a "need" or a "wish" (want).
- Ask students to examine the items on their own lists and write "need" beside each need and "wish" beside each wish (want).

Extended Activity

- Select a day and ask each student to examine that day of his/her life and to make a list of the needs that he/she had that were met.
- On another day have students list the wishes that they had and indicate whether or not each wish was fulfilled.

Concept:

Each individual has a unique combination of physical appearance, skills, feelings, needs, wishes, present families, heritage.

Instructional Objective:

Each learner will identify by name and role the members of his/her core family and extended family.

Activities #39 - 41

ACTIVITY #39

TOTEM

Materials

- Paper towel or toilet tissue cylinders
- Colored paper
- Felt pens or crayons
- Glue
- Tempera
- Paint brushes

Procedure

- Each student should have a paper dowel from paper towels or a toilet tissue cylinder which can be painted on the outside surfaces.
- Utilizing the colored paper, pens and crayons, students make the faces and outstanding features of each family member on the dowels.
- Each family member dowel can then be glued on a central core or dowel to form a family totem.
- The totem can be further decorated with pictures and symbols which tell about the student's family.
- Juice or coffee cans can be used instead of paper dowels.
- Provide time for students to share and discuss their totems with other students in small groups.

ACTIVITY #40

FAMILY CIRCLE

Materials

- Chip board cubes
- Paint
- Colored paper
- Old fabric
- Magazines
- Photographs
- Crayons
- Glue
- Pencil
- Paper

Procedure

- Have each student make a chip board cube by cutting six squares of equal size; put it together with masking tape.
- Have students paint the whole cube or cover it with fabric or paper. Each side can be covered differently.
- Have each student collect some things that tell about members of the family. Have students attach these items to all six sides of the cube. Almost anything can be used, pictures or words cut from magazines, photographs, drawings, stories, etc.
- Use cubes to start class discussion about families and roles played by family members.

ACTIVITY #41

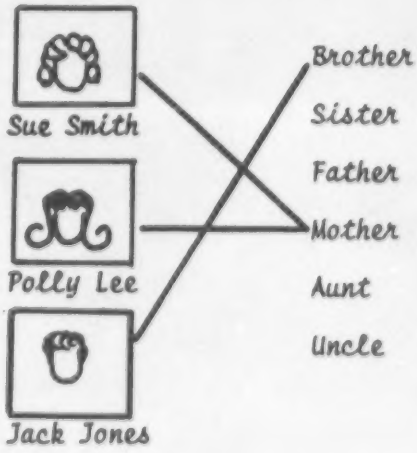
MY FAMILY

Materials

- Pictures of family members
- Flannel board
- Yarn
- Slips of tag
- Felt pen
- White construction paper

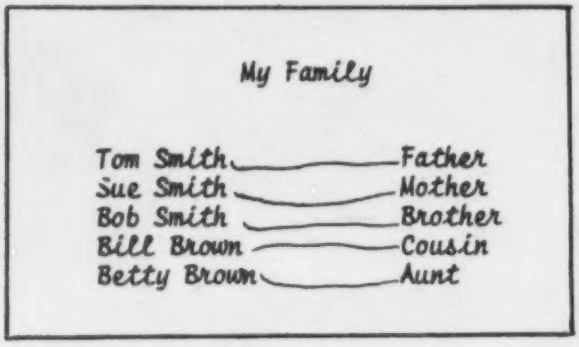
Procedure

- Ask students to show pictures of individual family members and identify by name and state the role of the person in the picture; i.e., "This is Mary Jones, my mother. This is Sam Baker, my great uncle."
- The teacher will label each picture with the name of the person and write family role on a slip of tag.
- After all pictures have been identified and all roles listed, the teacher will put the pictures in one column and role tags in another column of the flannel board.
- Ask the students to match the pictures of the family members with the roles and to link the picture and role together with yarn.
- A class discussion should evolve from students' recognition of the fact that different families contain different kinds and numbers of members.



Extended Activity

- Using construction paper, students can make individual charts. Listing his/her own family member names in one column and the roles in another column, the student then draws lines matching family members and roles.



Concept:

Each individual has a unique combination of physical appearance, skills, feelings, needs, wishes, present families, heritage.

Instructional Objective:

Each learner will identify his/her place of birth and background in relation to family customs.

Activities #42 - 44

ACTIVITY #42

HOLIDAY MOBILE

Materials

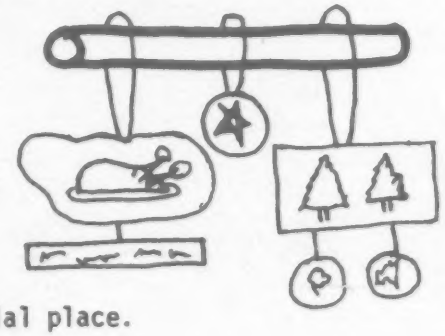
- Heavy paper
- Thread
- Glue
- Felt pens or crayons
- Doweling

Procedure

- Have students discuss the holiday customs observed by members of the class. Have children recall special things the family usually does on various holidays:

  Christmas - pinata, tree, singing carols...
  Hanukkah - star of David, dreidel, lights...
  Passover
  Easter
  All Saints Day
  Thanksgiving
  Halloween
  Fourth of July

- Have students cut double shapes, geometric or free form, from paper. On each shape illustrate a special custom, i.e., turkey for Thanksgiving, Dreidel for Hanukkah...



- Have students place thread between matching shapes, glue in place, and tie shapes to a piece of doweling so that the mobile thus created is balanced.
- Hang each holiday mobile in a special place.

Have class members learn where their various holiday customs originated. Help students become aware of the things that are most alike and most different about the various celebrations and observances.

Extended Activity

- Have students make banners depicting customs.
- Have students use adding machine tape to make mini-murals of family customs.
- Have each child make a filmstrip.

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ACTIVITY #43

PLACE OF BIRTH

Materials

- World Map
- Tacks
- Name tags or miniature flags

Procedure

- Have each student tell where he/she was born and locate the place on the map. Mark the place on the map with a flag.
- Have the class graph the locations where the students were born.

Extended Activities

- Have students locate the places where siblings, parents, or grandparents were born.
- Have students develop a family tree.
- Have students write an autobiography.

ACTIVITY #44

INVITE A GUEST

Materials

- Cookbook
- Ingredients required in selected recipes
- Utensils
- Hotplate
- Recipe cards

Procedure

- Decide how to divide the class into groups to make different dishes for a special meal once a month.
- With the class, plan a meal menu and arrange to acquire the ingredients for it.
- Have students research the mealtime manners and customs of the country of the meal and identify classmates who have family members from that country.
- Have students prepare and consume the special meal using the manners of the country of the meal.
- A guest of honor from the country of the meal might be invited.

Extended Activity

- Have students repeat the above procedure in regard to music and dance.

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ACTIVITY RECORD

Activity #	Date	Remarks
1		
2		
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Activity #	Date	Remarks
21		
22		
23		
24		
25		
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34		
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ADD - A - LESSON

The lessons presented in this monograph represent only a few of the activities in which students may participate to expand positive self images. Teachers are invited to submit to the Area I Office information in regard to other successful lessons they have used with their classes. From time to time selected lessons will be printed and distributed to schools. The form on the next page may be utilized for this purpose.

DEVELOPING SELF CONCEPT ACTIVITY

Concept to be Developed: _____

_____

_____

Instructional Objective: _____

_____

_____

Title of Activity: _____

Materials: _____

_____

_____

Procedure: _____

_____

_____

_____

_____

_____

_____

_____

Extended Activity: _____

_____

Name of Teacher _____

School _____

GLOSSARY

Self-concept
Self-identify
Self-image
. . . that impression and/or belief which the individual holds about himself/herself.

Core family . . . parents, surrogate parents, siblings.

Extended family . . . grandparents, aunts, uncles, cousins, surrogate relatives.

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